



PARENTAL INVOLVEMENT IN ONLINE LEARNING AND STUDENT LEARNING PERFORMANCE

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Abstract. Changes in the world of technology impact the world of education, and its development is very rapid daily. The problem that arises from online learning is miscommunication between schools, parents, and students. This research aims to determine parental involvement in online learning and the learning performance of class XI students at SMAK Syuradikara, Ende. The type of research used is quantitative descriptive, with the instrument being a questionnaire. Research data was obtained and analyzed using the SPSS software application, while data analysis was used using multiple regression. The results of this research indicate that there is a direct relationship between parental involvement in online learning and student learning performance. This can be shown by the calculated t value of 2.734, which is greater than the t table of 1.69092, with a degree of confidence or alpha of 1% and a df of 34. Another result is a moderate relationship between parental involvement in online learning and performance. Student learning is shown by an R-value of 0.425. Parental participation in online learning plays an essential role in student learning performance.

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INTRODUCTION

Public relations (public) has actual and potential interests that influence programs designed to achieve specific goals. This relationship is established through internal and external communication with persuasive approaches. An educational approach is needed to strengthen the relationship between teachers, parents, and students. Therefore, it is necessary to understand the soul of students. In essence, students are immature and dynamic creatures who need education and have the right to receive education to develop their potential. Educational communication is a specification in communication technology, and attention is paid to using learning resources in the form of mass and electronic communication media (Mikre, 2011; Grant & Meadows, 2012; Dobrica et al, 2023).

Rapid changes in the information and communication technology world are causing drastic changes in society. Digital transformation will create new values and become a pillar of industrial policy in many countries. The Industrial Revolution 4.0 is developing rapidly, and preparations for the 5.0 era can help create new markets. Era 4.0 is the most formidable challenge educators face because this era can disrupt and destroy existing markets and powerfully replace existing technology. Meanwhile, the 5.0 era itself offers a society centered on balance. The internet is used not only for information but for living in an era where technology is part of humans themselves, and technological developments can minimize gaps in humans and economic problems in the future.

Learning resources that utilize technology are highly recommended at this time. They are considering the rapid development of technology day by day. Technology use in education is one thing that really helps students develop their competence to learn independently (Isman, 2017; Reich, 2020; Ota, 2021). Students can also quickly get various kinds of information they need through online media by saving time and energy to get the information they want. Besides being easy, online media can be accessed anytime and anywhere.

SMAK Syuradikara is one of the educational institutions in the city of Ende-Flores-NTT, which also organizes a learning process using online learning media. However, another problem that will arise is how schools can build interaction with parents to find out about students' conditions during online learning and the completion of assignments given by the school, in this case, subject teachers. The problem with online learning is a gap or miscommunication between schools, parents, and individual students. The different atmosphere during learning will influence learning outcomes and student motivation because the situation has turned upside down, namely learning carried out at home, and another factor is the different levels of application of knowledge for each student (Baber, 2020; Ota et al., 2021).

The problems parents face in online learning are very diverse, including spending much money to buy data packages and difficulties for parents in monitoring their children in carrying out assignments both at home and outside the house. Parents are also required to be able to guide their children during the learning process. Parents' responsibilities during the child's learning process will impact the children because some of the teachers' tasks are difficult for parents to carry out (Mastura & Santarina, 2020; Utami, 2020). Another problem is the need for more learning facilities for children, such as Android cellphones, and the increase in internet quota purchases, further increasing expenses. In contrast, the economic situation of many families still needs to improve. The problems faced are obstacles for students during learning, causing some to catch up in learning material (Mar'ah et al., 2020; Ota et al., 2021; Rahayu & Haq, 2021), especially with the current education trend, namely online learning which uses the internet as a medium to provide connections between teachers and students.

Parental involvement in online student learning has a very crucial role. Parental involvement is the availability of all the resources parents have related to their children's school and for children (Stacer and Perruci, 2013; Muller, 2018; Yulianingsih et al., 2020). Parental involvement is also related to parents' interest and participation in their children's school activities. It is reflected in the form of parental behavior both at home and at school, which is carried out through guidance, providing learning facilities to help facilitate the learning process, and providing time to actively participate in activities carried out at school (Wahib, 2021; Umam et al., 2021).

Studying and learning are activities that are interrelated between one and another. Students carry out learning activities while the learning itself is carried out by a teacher (Lave, 1996; Biggs, 1999; Sakinah et al, 2023). Learning is an activity planned by the learner in the form of a particular activity, whether it is an activity related to physical or mental aspects that allow changes to occur (Rohmah, 2017; Pea, 2018). Learning itself contains the meaning of a teacher's ability or skill in creating an educational atmosphere of communication between teachers, students, and parents, including cognitive, affective, and psychomotor aspects, as an effort to learn something based on planning through to the evaluation and follow-up stages in order to achieve teaching objectives.

The online learning and teaching process relies heavily on technology. The use of technology in education and learning has a vital role in helping to facilitate or make the learning process more effective. The use of technology is also owned and implemented in the educational environment. This technology is usually used through smartphones, such as learning applications, browsing, chatting, video calling, and voice calling, which are usually done anytime and anywhere without relying on a computer or laptop (Anshari et al., 2017; Liu & Ilyas, 2020; Grover, 2021). Therefore, technology used as a medium during the learning process can help students achieve good learning outcomes and increase their learning motivation (Aurora & Effendi, 2019; Sahronih, Purwanto & Sumantri, 2020). Schools must organize, analyze, and select the most appropriate information about students' needs and learning objectives. The quality of an instructional program is composed of three elements: materials (and equipment), activities, and people (Cox, 2006; Lopez-Pernaz et al., 2019). It means that the quality of the learning program depends on the facilities, infrastructure, and personnel involved in the learning activities. The personnel in question are the school, parents, and students.



Student learning performance at school is a student's academic ability which is reflected in academic grades which can be seen through report cards or teacher assessments in general (Pujoandika & Sobandi, 2021; Mukarromah et al, 2021). Student success at school can be influenced by various factors including child factors (personal and relationships with parents), peer factors, and learning factors at home (Stewart, 2008; Akilasari, et al, 2015; Fauziah, 2019; Sahertian, 2020; Ningsih & Dafit, 2021). These factors are related both directly and indirectly to student success or achievement.

Based on several problems described above, this research was conducted to look at parental involvement in student learning performance and the online learning process for class XI students at SMAK Syuradikara Ende. The benefits of this research for parents of students are to find out parents' behavior in tutoring their children at home, providing learning facilities, and always being present when invited by the school. Another benefit for schools is to detect parental involvement by distributing monitoring cards and educational reports to determine learning performance.

RESEARCH METHOD

This research method is quantitative. Quantitative research methods are also called positivistic. They are based on the philosophy of positivism, namely scientific because they fulfill scientific principles, namely concrete/empirical, objective, measurable, rational, and systematic. The instruments used in this research were questionnaires and documentation. The questionnaire used is in the form of a Likert scale with closed questions, namely answering questions that have been provided with the criteria: always =3, sometimes =2, and never =1.

The population of this study was students of SMAK Syuradikara Ende, while the samples were parents/guardians of class XI IPS students, totaling thirty-six people. The sampling technique uses purposive sampling, a method for selecting samples with specific considerations (Ritchie et al, 2003). The data analysis technique is to use calculations to test the proposed hypothesis. The data results were analyzed using validation, reliability, and multiple regression analysis. To support the results and actual research, the data obtained was analyzed using static tools with the help of the SPSS (statistical package for the social sciences²⁵) software application. Meanwhile, the data will be analyzed using the multiple regression formula. Schematically, the research design can be seen in the Figure 1.

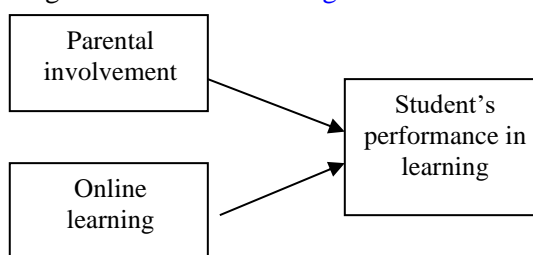


Figure 1. Research design

RESULT AND DISCUSSION

The questionnaire was collected from 36 parents/guardians of Class XII IPS as respondents, with 20 questions detailed as follows: 10 statements for the involvement of parents/guardians variable (X1) and 10 statements for online learning (X2) and variable (Y) is the value of the student's report card as learning performance. The criterion for valid questionnaire items is if the calculated r-value is more significant than the r-table. The value of the 20 questionnaire items is greater than the r table, namely 0.361, so the statement item is declared valid. Meanwhile, the reliability can be seen from the magnitude of the Cronbach Alpha coefficient. The reliability test results on the questionnaire show that the parental involvement and online learning instruments are more significant than 0.60. It can be concluded that the instrument is reliable.

After the questionnaires are distributed and the report cards are collected, the data is analyzed and interpreted. The data interpretation is done by explaining the results of processed data from SPSS, which have been presented using predetermined formulas. In contrast, the data analysis is based on the theory, which is the basis of the research.

The data processing results are described and analyzed, and they include two aspects: parental involvement in online learning and student learning performance. The results can be seen in the [Table 1](#).

Table 1. Simple Linear Regression Test

		Coefficients ^a				
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	T	Sig.
1	(Constant)	96.571	9.857		9.798	.000
	KOT	-11.583	4.236	-.425	-2.734	.010

a. Dependent Variable: PBS

From the [Table 1](#), the regression equation, which can be seen in column B, is 96.571. A constant of 96.571 means that parental involvement in online learning is 0, so student learning performance will change by 96.571%. A positive sign indicates a unidirectional relationship between parental involvement in online learning and student learning performance. As parental involvement increases, student learning performance also increases and vice versa. It means that the active participation of parents and teachers dramatically influences student learning performance during online learning. Without cooperation from parents and teachers, it won't be easy to control and provide learning guidance to students to succeed effectively and efficiently ([Marzoan, 2021](#)). Apart from that, the regression coefficient for the variable (X) of student learning performance is -11.583, meaning that parental involvement is reduced by 1%, so student learning performance will also decrease by 11.583%.

Table 2. The Result of Correlation Analysis and Determination Analysis

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.425 ^a	.180	.156	5.11989

a. Predictors: (Constant), KOT

The simple correlation results in [Table 2](#) show a moderate relationship between parental involvement during online learning and student learning performance, demonstrated by an R-value of 0.425. The interpretation of the coefficient range of 0.40-0.599 is in the medium category ([Oktaviani, 2019](#)).

Apart from that, the determination analysis aims to determine the percentage contribution of the independent variable (X), namely parental involvement during online learning, to the dependent variable (Y), namely learning performance, which can be seen in the R square column. The R square value is 0.180 or 18%. In other words, people's involvement during online learning only contributes 18% to learning performance, while the remaining 82% is influenced by other variables not mentioned in this research. However, it can be accepted that parents' involvement is needed by students in providing support and encouragement during learning that takes place at home (learning from home) ([Rahman, Amelia & Uswatun, 2022](#)).

Based on the results of the F test in [Table 3](#), a significance value of less than 0.05 (Sig. 0.01) was obtained, so parental involvement influences online learning and student learning performance. It means that even though learning is online, parents also support student learning and learning performance. Parental involvement has been proven to increase children's willingness to learn and positively influence changes in children's character ([Hornby & Witte,](#)



2010; Retnaningtya & Paramitha, 2015; Tumbol & Ronaldo, 2022). Therefore, children will know that learning activities must be done and are their responsibility.

Table 3. Uji F

		ANOVA ^b				
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	195.971	1	195.971	7.476	.010 ^c
	Residual	891.251	34	26.213		
	Total	1087.222	35			

a. Predictors: (Constant), KOT

b. Dependent Variable: PBS

To determine whether or not the variable parental involvement during online learning influences student learning performance, you can look at the t value in Table 1. Based on Table 1 in column t, the calculated t value obtained is 2.734, more significant than the t table of 1.69092 with a degree of confidence or alpha of 1% and a pdf of 34. Thus, there is a considerable influence from the variable people involvement parents during online learning on student learning performance.

The results of the analysis and interpretation of the data that have been presented are in line with the report card grades obtained by class A. A total of 15 female students, or 41.67%, got a score lower than 73. The 15 students each scored 72; the lowest was 59, with an average score of 65.76. Based on the report card scores, one of the causes of low student learning performance is the lack of parental involvement during online learning.

Our findings echo the assertion made by Fane & Sugito (2019) that parental involvement significantly impacts a child's learning achievement. This involvement aids children in navigating the educational process both at school and at home. Parents with adequate insight and experience demonstrate a high level of responsibility for their children's education. As such, (Schunk 2008) conclude that various forms of parental responsibility and involvement, such as providing necessary resources, monitoring home and school learning activities, and offering motivation, are crucial.

CONCLUSIONS AND SUGGESTIONS

From the research results obtained, the following conclusions can be drawn: 1) the contribution of parental involvement to student learning performance during online learning is 18%; 2) the involvement of parents during online learning on the learning performance of SMAK Syuradikara students. This is based on the calculated t value obtained $2.734 \geq t$ table of 1.69092 with a degree of confidence or alpha of 1% and a df of 34.

From the results of this research, it is recommended that schools and parents pay more attention and spend more time guiding children who take part in online learning. Because online learning requires extra supervision, the fear is that children will use existing facilities incorrectly.

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